

Beis Trana Girls' School

186 Upper Clapton Road, London E5 9DH

Inspection dates

11 September 2019

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(2)(d); 2(2)(d)(ii); 5; 5(b); 5(b)(vi)

- The last standard inspection, in July 2018, judged that there was a wide-ranging personal, social, health and cultural programme. However, teachers did not acknowledge the diversity of families and relationships in modern Britain. As a result, pupils did not develop respect for some of the protected characteristics under the Equality Act 2010.
- This inspection finds that governors and leaders have taken effective action to meet the relevant independent school standards. Governors have drawn up new policies for teaching the protected characteristics for key stages 1 and 2, and for key stages 3 and 4. These make specific reference to all the protected characteristics. Linked schemes of work do not include these specific references. However, worksheets used by the school provide examples of different family groups using stylised drawings. As a result, the curriculum promotes pupils' awareness of different relationships. It better prepares them for life in modern Britain.
- Leaders have ensured that the independent school standards checked (listed above) are met.

Paragraph 3; 3(a)

- The previous inspection judged that the curriculum was too narrow. Improvements were slow and plans to introduce science and history as GCSE subjects had not happened. This limited pupils' progress across a range of subjects and their opportunities for the next stage of their education or employment. In addition, staff training was not improving pupils' achievements enough.
- This inspection finds that leaders have worked hard to broaden the curriculum. In English, leaders have focused on reading and writing more lengthy pieces to good effect. Planning is comprehensive; teachers' subject expertise has improved. Leaders use mentors to support teachers and give advice about teaching. More time is allocated each week for studying English. In science, the school has invested in additional resources so that pupils can carry out practical experiments. Curriculum planning for science and history now gives pupils the knowledge and skills they need to tackle the GCSE courses.
- Leaders have also improved the range of extra-curricular opportunities to provide a

wider range of visits. For example, pupils in Year 10 visit an exhibition about sustainable building and cities. Careers education and the personal, social, health and economic (PSHE) education programme develop pupils' wider understanding of the world. This includes understanding fundamental British values.

- Pupils say that the new broader curriculum has given them added confidence. They gave many examples of being able to do things they thought they could not. In English, they were able to use a wider range of vocabulary to write at length. Studying art has helped them to develop their drawing skills.
- Leaders have ensured that the independent school standards in this part are met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1); 34(1)(a); 34(1)(b)

- The previous inspection, in July 2018, found that the proprietor and governors had not ensured that the school met all the independent school standards. Leaders did not encourage respect for other people, paying particular regard to the protected characteristics under the Equality Act 2010.
- In addition, the curriculum was narrow. As a result, pupils failed to acquire new knowledge, increase their understanding and develop their skills in the subjects taught.
- This inspection finds that leaders and governors have made significant improvements to the curriculum. There is now a broader range of subjects taught up to GCSE level. English teaching has improved so that pupils develop their reading and writing skills according to their ability. Plans to introduce science and history at GCSE are now a reality. The PSHE, careers and extra-curricular programmes broaden pupils' awareness of life in modern Britain. The curriculum now encourages respect for others and pays due regard to the protected characteristics.
- The school now meets the independent school standards checked in this inspection.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

Part 1. Quality of education provided

- 2(2) For the purposes of paragraph (2)(1)(a), (the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively) the matters are:
 - 2(2)(d) personal, social, health and economic education which:
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school:
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.

Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor:
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

School details

Unique reference number	131342
DfE registration number	204/6400
Inspection number	10115608

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School status	Independent school
Age range of pupils	3 to 16
Gender of pupils	Girls
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	279
Proprietor	Beis Trana School
Chair	J Konig
Headteacher	Mrs M Smaya
Annual fees (day pupils)	None
Telephone number	0208 815 8000
Website	The school has no website
Email address	btschool@btconnect.com
Date of previous standard inspection	3–5 July 2018

Information about this school

- Beis Trana School is an independent day school for girls aged from three to 16 from Charedi Jewish families. It opened in 1995 and is situated in the Stamford Hill area of London. The school abides by the standards set by the Rabbinate of the Union of Orthodox Hebrew Congregations. The main language spoken at home is Yiddish.
- Kodesh (religious studies) is taught in the mornings in Yiddish, and Chol (the secular curriculum) is taught in English in the afternoons.
- Beis Trana Girls' School was inspected in July 2018, when the school was judged to be inadequate. An action plan submitted by the school was judged as not acceptable in

December 2018. A second action plan submitted by the school was also judged as not acceptable in March 2019. The school's third action plan was judged acceptable in June 2019. Prior to the previous inspection in July 2018, a full standard inspection took place in July 2014, when the school was also judged to be inadequate. A follow-up progress monitoring inspection was undertaken in March 2015, when all standards looked at were judged to have been met.

- The school does not use any alternative provision.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspection was conducted with no notice.
- The inspector spoke with leaders, including the headteacher and members of the governing body.
- The inspector also spoke to a group of pupils in Year 10.
- The inspector also considered the written policies, including documents related to safeguarding, curriculum plans and schemes of work.
- The inspector met with senior leaders to discuss how they ensured that they met the independent school standards.

Inspection team

Brian Oppenheim, lead inspector

Her Majesty's Inspector

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